INDIGENOUS ACADEMIC STRATEGY
VISION
By 2024, the University of Adelaide will graduate Indigenous leaders of distinction and prepare graduates who value reconciliation and new knowledge for progress in the wider community. The University will be recognised internationally for teaching and research excellence in Aboriginal and Torres Strait Islanders education.

Cover image: Close up of a Kaurna Shield – carved, painted and photographed by Patrick Ikaringanyi Ferguson.
Mission
To create an end-to-end experience for Aboriginal students that sees them graduate at the same rate as all students, through a focus on ‘joining up’ policies, systems and support services, developing culturally respectful dialogues and strengthening cross-University relationships.
WELCOME TO COUNTRY

Ngadlurlu Kaurna miyurna tampinthi. Parna yarta mathanya Wama Tarntanyaku.

University of Adelaide Kaurna yartangka yuwanthi—Tarntanyangga (North Terrace), Waitengga, Roseworthangga kuma. (Lit. the University of Adelaide stands on Kaurna land in Adelaide (North Terrace, Waite and Roseworthy.)

This Kaurna Welcome was provided by Kaurna Elder, Uncle Rod O’Brien and Dr Robert Amery of the Linguistics Department at the University of Adelaide.

Acknowledgment

The University of Adelaide acknowledges the traditional custodians of the land occupied by the University of Adelaide, the Kaurna people. We pay our respect to Elders past, present and future to the Ancestors and to the Land, its knowledges and culture which are embodied within and throughout the Country.

For the purposes of this paper, Indigenous refers to, and is used interchangeably with, Aboriginal and/or Torres Strait Islander people and/or Australian First Nation’s people. This term is used for brevity only, acknowledging the diversity of views with regard to preferences for using these terms.
FOREWORD FROM THE VICE-CHANCELLOR AND PRESIDENT

Every day, thousands of people walk on the grounds of the University of Adelaide and its three campuses.

Just as these staff and students are connected to the legacy of those that worked and studied before them, so too are we all connected to our country’s First Peoples. We acknowledge the Kaurna people, the original custodians of the Adelaide Plains and the land on which the University of Adelaide now stands.

The University of Adelaide was founded on a vision of equality, “to prepare, for South Australia, young leaders shaped by education rather than by birth or wealth”. Although the University has changed much in its 145-year history, this remains a key tenet of our identity. When first launched in 2013, Tarrarri Tirrka (Future Learning) echoed this founding ideal and highlighted our commitment to increasing Aboriginal and Torres Strait Islander representation and to balancing the systemic inequality experienced by Indigenous Australia.

Five years later, our new strategic plan, Future Making, challenges us to think about the future, and our role within it. It reminds us that, as a great university, we must accept responsibility to the communities we serve. Our revised Tarrarri Tirrka reaffirms this commitment, setting new benchmarks to further increase Aboriginal and Torres Strait Islander participation and success, and directing our expertise in education and research to improving Indigenous outcomes across the state and Country. Importantly, the integration of an empowerment framework will support the next development of Aboriginal self-determination. I am proud to endorse Tarrarri Tirrka and look forward to seeing the fulfilment of this strategy.

Professor Peter Rathjen, AO
Vice-Chancellor and President
It’s my pleasure to offer the mid-term update to the Tarrkarri Tirrka Strategy (the Strategy), which builds on progress to date and strives to make the University of Adelaide a leader in Aboriginal education and research.

The next five years provide the opportunity to reflect on our journey, drive future performance forward and ultimately support students to achieve their aspirations and goals. This Strategy recognises Indigenous students’ incredibly diverse capabilities and academic interests, and positions us to play a significant role in their education nationwide—a key aspect of this updated version is a shift to an Indigenous empowerment framework.

Now is the time to establish ‘empowerment’ as the lens through which Indigenous leadership is viewed, and make success in higher education an expectation for Aboriginal and Torres Strait communities.

From a personal experience, I know very well how challenging this journey can be. But our connection to it lies deep within us—deeper perhaps, than in virtually any other culture. Education has been integral to Aboriginal peoples for millennia, with knowledge passed down from generation to generation. With this Strategy we continue that proud tradition, with a simple offer to all Indigenous communities: empower your passion and create your own story.

Professor Shane Hearn
Dean of Indigenous Research and Education Strategy
This document records *Tarrkarri Tirrka's* achievements to date, and reviews its focus and recommendations for the next five years. It aims to enhance Indigenous student outcomes and provides an opportunity to review, evaluate and update the progress of its original 22 recommendations.
This year, 2019, marks the mid-point of Tarrkarri Tirrka, the University of Adelaide’s Aboriginal and Torres Strait Islander Education Strategy. It coincides with the release of the University’s Future Making Strategic Plan and first Reconciliation Action Plan (RAP).

Tarrkarri Tirrka provides an integrated, whole-of-institution approach to achieving positive Indigenous education outcomes. Significant consultation within the University and broader community has shown Tarrkarri Tirrka’s objectives remain relevant to our overarching goals: recruiting Indigenous students and supporting them through to graduation and employment. However, in response to social, economic and political change, data and best-practice have been leveraged to adapt domains of strategic focus and address areas of improvement and opportunity.

This document, then, does not supersede Tarrkarri Tirrka, but rather builds on its momentum.
Empowering Aboriginal people who aspire to make a difference lies at the heart of Tarrkarri Tirrka. It marks a fundamental shift from the traditional approach to Indigenous higher education. 

Supporting this objective, this Tarrkarri Tirrka mid-point update includes an Empowerment Framework to ensure greater inclusion and better education outcomes by 2024. The framework is designed to enhance partnerships within and beyond the University and encourage all partners to play a role in recognising that Aboriginal people are the key agents of their educational success.

Practically, empowering students means equipping them with the skills and networks to take charge of their own lives and lead change in their communities. This includes developing and connecting University systems that enable choices, reduce bottlenecks and ensure we're giving Aboriginal people a high-quality education experience.

INTEGRATING THE EMPOWERMENT FRAMEWORK
Core empowerment features of this plan include:

• innovation in Aboriginal student recruitment and outreach
• ‘joined up’ services to create success
• strengthening the Cultural Capability framework
• a global connection to Aboriginal knowledges and research
• a culture of data-driven decision-making
• Aboriginal research capability.

Key success and achievements
Since Tarrrkari Tirrka’s commencement in 2013, we have:

• delivered Yangadiiya (For the Future), the University’s first Reconciliation Action Plan (2019-2021)
• endorsed an ‘Aboriginal student graduate attribute’
• developed and implemented the Karnkanthi Education Program (which represents the Empowerment Model)
• streamlined the Wirltu Yarlu Academic Mentoring Program to maximise uptake
• established cultural spaces in the library (all three campuses) and across the University
• increased industry engagement and support through our SANTOS Engineering Camp
• undertaken an Aboriginal student accommodation project with SA Housing
• grown the Cadetship Program’s participation by 430% since 2016
• released the Aboriginal Research Footprint, celebrating the University’s research impact in the Aboriginal community
• developed the Aboriginal Research Capability and Capacity Framework
• developed a University-wide Indigenous Marketing and Communications Strategy for implementation
• launched the first Abroginal STEM academy for Year 11s and 12s
• appointed three Kaurna Cultural Advisors to ensure respectful cultural protocols
• formed an Indigenous Knowledge Advisory Panel to help embed cultural knowledges in our curriculum
• completed University-wide mapping Indigenous-student support services
• in 2018, graduated the largest number of Indigenous students on record (47) and improved retention by 8%.

Key challenges
Matters requiring ongoing focus, support and resourcing include:

• changes in government policy that change strategy, funding or other elements of our established approach.
• attracting and developing higher-degree-by-research (HDR) students
• attracting and retaining Indigenous students as other career and life prospects compete for their interest.
• identifying and quantifying Indigenous research impact
• establishing the University’s value proposition, given three other local universities
• reducing student attrition in increasingly competitive contexts
• developing our Aboriginal academic staff to help achieve our Vision
• improving Aboriginal-led research output
• socialising cultural best-practice across the University
• reducing service duplication and enhancing efficiency to improve student experience, and emphasising collaboration to improve staff experience
• ongoing development of an Aboriginal Curriculum Framework
• embedding adequate, ongoing cultural training for all staff.

The following recommendations take into account these challenges and support Wirltu Yarlu in achieving its aspirations by 2024.
Recommendation 4
Noting that our Aboriginal and Torres Strait Islander students provide a key talent pipeline for our staff cohort, continue to work toward the Commonwealth aspirational target of 3% of total staff being Aboriginal and/or Torres Strait Islander.

Recommendation 5
Establish a Pro Vice-Chancellor position to provide strategic leadership and performance uplift in Indigenous engagement, education, research and employment.

Recommendation 6
Implement, monitor and evaluate the University’s Innovate 2019 – 2021 Reconciliation Action Plan (RAP) and develop a Stretch supersession for 2021 implementation.

Recommendation 7
Embed RAP core actions, especially in ‘Cultural Recognition’, further enabling visibility.

These updated recommendations facilitate ongoing partnerships between Wirlu Yarlu and the broader University to: ensure Indigenous excellence; prioritise Indigenous employment; and improve the coordination and performance of Indigenous students’ recruitment, support, success and completion.

Recommendations reference the hub-and-spoke model (page 12), encouraging divisions and faculties to develop their own Local Indigenous Action Plans in consultation with Wirlu Yarlu.

Recommendation 1
All faculties to develop a Local Indigenous Action Plans, with annual targets and evaluation strategies, to improve Indigenous student academic outcomes.

Recommendation 2
Wirlu Yarlu to maintain a maximum student uptake of its Aboriginal Mentoring Program.

Recommendation 3
Implement the Indigenous Marketing and Communication Strategy University-wide.
Recommendation 8
Implement a University-wide Indigenous Curriculum Framework, with adequate ongoing funding, to ensure appropriate and integrated teaching and learning.

Recommendation 9
Consult with the Domestic Recruitment Team (DRT) and faculties to implement student outreach and engagement strategy.

Recommendation 10
Develop and deliver cultural competency and awareness training, face-to-face and online, to all new University staff, and embed ongoing cultural fitness in all position descriptions.

Recommendation 11
Continue supporting faculties to lift data quality and reporting accuracy for Indigenous students.

Recommendation 12
Implement the Aboriginal Research Development Program to facilitate and support the HDR pipeline for Indigenous students.

Recommendation 13
Increase Indigenous HDR-student enrolments and completions with pathways to early academic development and employment.

Recommendation 14
Ensure Indigenous membership and representation in the University Ethics and Human Research Committee, and have Indigenous perspectives mandated in ethics submissions regarding work involving Indigenous subject matter and/or communities.

Recommendation 15
Provide a central platform to access information on, and apply for, all financial scholarships for Indigenous students, with annual reporting to stakeholders.

Recommendation 16
Recognise and celebrate Kaurna traditional owners, and all Aboriginal and Torres Strait Islander cultures, by implementing the cultural protocols document.

Recommendation 17
Include Indigenous Elders, community members and groups in formal and informal partnerships and ceremonial University occasions.

Recommendation 18
Develop and facilitate financially accessible and academically-based national and international experiences and connections for Indigenous staff and students.

Recommendation 19
Establish an International Indigenous Academic Alliance.

Recommendation 20
Establish an Indigenous Alumni Group.

Recommendation 21
Establish an Indigenous Research Hub, with an emphasis on online and block delivery.
Our outreach and recruitment approaches instil awareness of the University as a place of learning for Indigenous students—one that helps to overcome their underrepresentation in the university system. This requires an understanding of entrenched disadvantage, and a holistic approach to nurturing confidence and aspirations.

Positioning outreach
To prepare Aboriginal and Torres Strait Islander peoples for higher education, their cultural identity must be taken into account, as well as their unique experiences, strengths and barriers. Focusing on the whole person prepares them to thrive in an environment that is, for many, a new and daunting concept.

As a leader in Australian higher education, we have the opportunity to inspire prospective Aboriginal and Torres Strait Islander students to transform their lives through continuous learning and by performing at their best. Communicating this to them will break down their perceived barriers to higher education and help them realise their full potential.

Signposts to university
Outreach gives us the opportunity to enhance Aboriginal education outcomes. It has been shown that deeper pre-university engagement improves Indigenous-student outcomes on multiple fronts, including confidence, academic performance and social and physical wellbeing.

What will change?
- University offers to Aboriginal school leavers will increase 30% each year to 2024.
- Aboriginal student success, retention and completion rates will climb to match those of non-Aboriginal students.
- Aboriginal students’ pass rate will more rapidly approach that of non-Aboriginal students.
- A stronger HDR focus will see more students on HDR pathways.
- A focus on outreach will improve Aboriginal school leavers’ belief in the possibility of attending university.
- The Karnkanthi Program will further increase the number and success of Indigenous students at the University.

Through Wirltu Yarlu’s outreach, the University establishes strong connections with Aboriginal students before they join our campus. Critically, this builds their belief in the possibility of successful university study.
Faculty-based support is not always culturally appropriate, nor are ‘general’ student support teams extensively trained to respond to, or fully understand, the complexities and cultural nuances many Aboriginal students face.

In the coming five years, Wirlu Yarlu will establish Aboriginal student support partnerships focused on improving outcomes for all Aboriginal students. This is best represented via the hub-and-spoke model shown in Figure 1, which places Wirlu Yarlu in service of all faculties, offering specialised, culturally appropriate advice and support.

Ongoing collaborative relationships between Wirlu Yarlu and the faculty-based units will be essential. Wirlu Yarlu staff and the faculties will co-design the working model.

**What will change?**

- Wirlu Yarlu will remain the central ‘hub’ for: Indigenous-student support; teaching Indigenous knowledges; and increasing Indigenous culture appreciation and understanding.
- A core group of staff will be established in each faculty to support their Indigenous students. How this support will be shared with Wirlu Yarlu will be subject to an agreed model of practice led by Wirlu Yarlu.

*Figure 1 illustrates the potential hub-and-spoke model, with each faculty supported by a dedicated Indigenous Unit and oriented around Wirlu Yarlu.*
The University’s Reconciliation Action Plan (RAP) embeds reconciliation and Aboriginal-focused intentions within mainstream operations, strengthening our cultural agenda and ultimately improving outcomes for Indigenous students.

It outlines tangible actions that will contribute to: advancing Reconciliation Australia’s three pillars of reconciliation; helping us develop respectful Indigenous-community relationships; and creating meaningful opportunities for Aboriginal and Torres Strait Islander peoples.
We have the opportunity to incorporate traditional Indigenous methods of teaching, and emphasise Indigenous perspectives, to enrich all students’ education when updating University-wide curricula.

Indigenous knowledges, methodologies and pedagogies are increasingly recognised and utilised by modern science. Drawing on 65,000 years of experience, they remain highly relevant today, particularly in relation to sustainability and community.

In order to ensure cultural sensitivity, a coherent, integrated approach to the teaching and learning of Indigenous-related content will be outlined in an Aboriginal Curriculum Framework (ACF). The ACF will include guiding principles for Indigenous teaching, both present and in future. It will also promote collaborative approaches to embedding the ‘Aboriginal Graduate Attribute’ and developing cultural competences in all students.

What will change?

• Teaching quality, and value to the curriculum, will be assessed annually in all faculties to support continuous improvement.
• Revised online ‘Indigenous cultural awareness’ modules will be offered to all staff and required as part of formal inductions; ongoing ‘cultural fitness’ training will be embedded in staff professional development.
• A plan to deliver coursework on Indigenous knowledges will be resourced, developed and delivered across multiple modes.
• Cultural Awareness Competence training will be offered as a core component of Staff Induction and ongoing staff Professional Development.
Leveraging online experiences

Online learning’s flexibility overcomes many of the barriers Indigenous students face. This includes their desire to remain on-Country, and responsibilities to family and community.

As we increase the University’s digital footprint and move into the online teaching space, we have greater opportunity to increase Aboriginal and Torres Strait Islander student numbers and better tailor their education to their unique experiences and circumstances. Online learning’s flexibility overcomes many of the barriers Indigenous students face. This includes their desire to remain on-Country, and responsibilities to family and community.
The University of Adelaide delivers tangible research benefits to the Aboriginal community, as demonstrated through our Aboriginal Research Footprint Report. Ongoing collaboration and meaningful engagement with Indigenous researchers, community groups and stakeholders is paramount to sustaining our Indigenous research capability.

We will continue increasing production of relevant, rigorous, quality research that contributes to: ‘Closing the Gap’ in Aboriginal disadvantage; upholding Indigenous Australians’ intrinsic rights to self-determination; and establishing us as a national leader in Aboriginal research.

Through collaboration, a greater share of Indigenous-led federal research grant applications and ‘end user’ partnerships, we’ll work to identify unique, cross-disciplinary solutions to the challenges faced by Aboriginal and broader Australia.

Our future Indigenous-led research will:
- prioritise Indigenous knowledges and knowledge systems;
- develop long-term sustainability;
- enhance inclusion and growth for Aboriginal society and economy; and deliver social, health and economic benefits for all Australians.

**What will change?**

- The number of Indigenous students undertaking HDRs will increase.
- Research grant income will increase through a collaborative and cross-disciplinary Indigenous research environment.
- Research projects identified and/or developed by the community will increase, with meaningful and ongoing effect.
- Connection across industry and community will be further developed through an engaged Indigenous Alumni Network.
Advancing Indigenous education is a core strategy for many overseas universities, particularly in New Zealand and Canada. To align with this movement, we propose forming an International Higher Education Indigenous Alliance. This will enable us to: form strong links with, and learn from, institutions achieving sustained success in Indigenous education and research; develop synergies and collaborations that span academic and research interests; enhance students’ learning experience by expanding cultural learning opportunities; and enhance our standing among Alliance institutions.

**What will change?**

- The suite of options for students to understand Aboriginal and Torres Strait Islander culture and knowledge in a global context will broaden.
- An international multi-university Strategic Advisory Committee will be established, with membership from institutions that have achieved sustained success in Indigenous education and research.
- Our strategies will be informed by international evidence supporting ambitious targets and enabling benchmarking.
Becoming a leader in Aboriginal higher education requires the enhanced use of high-quality data to: understand inequalities; target interventions buffering against risk; and build academic resilience in our Aboriginal students. In the next five years, it will be key for our decision-making, and enable us to track and monitor how our progress in meeting Tarrarri Tirrka’s 21 recommendations.

In our increasingly competitive tertiary education environment, we must use new ways to increase Indigenous student enrolments, engagement, retention and completion rates. This includes using advanced analytics to understand their challenges and facilitate their journey from applicant to alumnus.

Using this more systematic approach will also have the benefit of generating buy-in from all faculties and key stakeholders (internal and external). It will provide clear evidence of what does and doesn’t work, and support programs’ resource allocations.

**What will change?**

- Enhanced data collection and monitoring will drive performance to meet Indigenous strategic targets.
- Greater focus on transparency and improved accountability.
- Targeted measures established and regularly reported by Planning and Analytics to guide identified performance indicators’ monitoring.
- Local Indigenous Actions Plans will be developed for each University stakeholder, faculty and division, with annual targets and indicators used to assess performance in priority areas.
- An annual Scorecard Report process will monitor and report Tarrarri Tirrka and RAP implementation to the Vice-Chancellor.
This mid-point update sets high expectations for engagement and excellence for all key stakeholders—faculty, administration, staff, students and alumni.

To overcome our acknowledged challenges and deliver intended outcomes, all stakeholders’ roles and responsibilities should be developed carefully and deliberately each year. It’s proposed that DVCs, Executive Deans, Chief Officers, faculties, business areas and the Dean IRES will work proactively to develop Local Indigenous Action Plans (LIAPs).

Informed by key documents, particularly the University’s RAP, the LIAPs will be focused on achieving impact and improving outcomes. They will ensure accountability for progress toward all targets, including allocating appropriate resources and implementing necessary support mechanisms.

To track performance effectively, LIAPs will be assessed annually with each stakeholder and reported in the annual Indigenous Scorecard (IS) for review by VC.

In Tarrkarri Tirrka’s final five years of implementation we aim to achieve the updated recommendations and become a benchmark in Aboriginal and Torres Strait Islander higher education.
Our overarching goal, of having 2% Indigenous students by 2024 and/or parity in performance with non-Indigenous students, remains. However, we are modifying the method (and modelling) used to achieve it. This aligns with faculty recommendations and reflects real trends in Aboriginal and Torres Strait Islander student data. Parity sets the aspirational target; achieving it should be viewed through the context of state and national Indigenous student trends and population data.

Baseline targets have been set by Planning and Analytics, in consultation with faculties and key stakeholders, as follows.
Target re-setting 2017–2024

Proposed re-set enrolment targets for 2017 to 2024 do not include enabling, as there was significant program change in 2017 (e.g. UPP repositioned, Karnkanthi commenced).

Our ‘total’ annual student target is a composite of the undergraduate and postgraduate student targets proposed below. Building from a 5% annual increase in undergraduate cohorts to ‘future proof’ postgraduate participation, these targets also factor a decrease in the proportion of commencing students within cohorts, thus indicating an expected increase in Indigenous student retention and success beyond their entry year.

Calculations for postgraduate student growth (Table 3) do not factor 5% annual growth, due to diverse requirements for postgraduate study.

These targets represent almost 40% growth in the total Indigenous student population across the University from 2017 to 2024.

Student load targets total: 5% annual increase

Table 1: Total Indigenous student growth targets 2017 – 2024

<table>
<thead>
<tr>
<th>Number of student enrolments</th>
<th>2017 Baseline</th>
<th>Targets</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>2020</td>
<td>2021</td>
</tr>
<tr>
<td>All Students</td>
<td>242</td>
<td>271</td>
</tr>
<tr>
<td>Commencing</td>
<td>123</td>
<td>117</td>
</tr>
</tbody>
</table>

Total does not include UPP or enabling students
In 2018, we implemented Indigenous Student Success Plans (SSPs). SSPs include a rigorous and consistent student enrolment process, consisting of self- and academic assessments. Students who aren’t academically ready for university right now are provided with support and tuition to give them the best chance of entering and succeeding in their program of choice in future.

These targets represent a 41% increase in our Indigenous student undergraduate population from 2017 to 2024.

### Undergraduate

**Table 2: Undergraduate Indigenous student growth targets 2017 - 2024**

<table>
<thead>
<tr>
<th>Undergraduate enrolments</th>
<th>2017 Baseline</th>
<th>Targets</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td>2020 2021 2022 2023 2024</td>
</tr>
<tr>
<td>All Students</td>
<td>202</td>
<td>234 246 258 271 284</td>
</tr>
<tr>
<td>Commencing</td>
<td>87</td>
<td>101 101 101 100  99</td>
</tr>
</tbody>
</table>

Total does not include UPP or enabling students

### Postgraduate

**Table 3: Indigenous postgraduate growth targets 2017 – 2024: total, postgraduate coursework (PGCW) & higher degrees by research (HDR)**

<table>
<thead>
<tr>
<th>Number of Indigenous student enrolments</th>
<th>2017 Baseline</th>
<th>Targets</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td>2020 2021 2022 2023 2024</td>
</tr>
<tr>
<td>Total</td>
<td>40</td>
<td>37 40 42 44 47</td>
</tr>
<tr>
<td>Commencing</td>
<td>17</td>
<td>13 13 13 13 13</td>
</tr>
<tr>
<td>PGCW</td>
<td>29</td>
<td>22 24 25 26 28</td>
</tr>
<tr>
<td>Commencing</td>
<td>14</td>
<td>10 10 10 10 10</td>
</tr>
<tr>
<td>HDR</td>
<td>11</td>
<td>15 16 17 18 19</td>
</tr>
<tr>
<td>Commencing</td>
<td>3</td>
<td>3 3 3 3 3</td>
</tr>
</tbody>
</table>

Total does not include UPP or enabling students

Postgraduate and undergraduate students require different pathways, conditions and support to successfully complete their program. Postgraduate targets are appropriate and achievable based on current trends and initiatives to increase Indigenous participation. These targets represent a 73% increase in HDR student load across the University from 2017 to 2024.

These targets represent an 18% increase to Indigenous postgraduate study overall, and 73% increase in HDR student load across the University from 2017 to 2024.
### Enabling

**Table 4: Indigenous Enabling Pathway enrolment targets 2017 - 2024**

<table>
<thead>
<tr>
<th>Number of Student Enabling/Pathway Enrolments</th>
<th>Targets</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>2020</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td>55</td>
</tr>
<tr>
<td><strong>University Enabling Program</strong></td>
<td>10</td>
</tr>
<tr>
<td><strong>Karnkanthi</strong></td>
<td></td>
</tr>
<tr>
<td>Total</td>
<td>45</td>
</tr>
<tr>
<td>Y11</td>
<td>15</td>
</tr>
<tr>
<td>Y12</td>
<td>30</td>
</tr>
</tbody>
</table>

UPP Enabling is distinct from undergraduate and postgraduate, so is therefore not included in total student number targets proposed. However, preparatory programs are still considered a cornerstone of Indigenous participation in higher education for older students who may be returning to study after a time in the workforce.

The Karnkanthi Indigenous Education Program is offered to Aboriginal and Torres Strait Islander students in Years 10, 11 and 12, who aspire to attend university. It is an enabling program that aims to develop resilience, leadership and success skills in our students, so that they may be successful at university.
STUDENT RETENTION, SUCCESS AND COMPLETION TARGETS

Student retention, success and completion targets retention

Table 5: Indigenous student retention rates targets 2017 – 2024.

<table>
<thead>
<tr>
<th>Indigenous retention rate</th>
<th>2016 Baseline</th>
<th>Targets</th>
<th>2020</th>
<th>2021</th>
<th>2022</th>
<th>2023</th>
<th>2024</th>
</tr>
</thead>
<tbody>
<tr>
<td>Retention rate</td>
<td>76%</td>
<td></td>
<td>82%</td>
<td>83%</td>
<td>84%</td>
<td>85%</td>
<td>86%</td>
</tr>
</tbody>
</table>

Retention targets aim to increase Indigenous rates by 13% from 2016 to 2024, reaching parity with overall domestic rates in the baseline year (86%) by 2024. Calculation includes both undergraduate and postgraduate students; at the institutional level, retention can be a problematic indicator due to the two-year time lag for accurate calculation.

Success

Table 6: Indigenous student success rates targets 2017 – 2024.

<table>
<thead>
<tr>
<th>Indigenous success rate</th>
<th>2017 baseline</th>
<th>Targets</th>
<th>2020</th>
<th>2021</th>
<th>2022</th>
<th>2023</th>
<th>2024</th>
</tr>
</thead>
<tbody>
<tr>
<td>Success rate</td>
<td>68%</td>
<td></td>
<td>76%</td>
<td>78%</td>
<td>81%</td>
<td>83%</td>
<td>86%</td>
</tr>
</tbody>
</table>

Success targets aim to increase Indigenous success rates by 27% from 2017 to 2024, reaching parity with overall domestic rates in the baseline year (90%) by 2024. Success is a valuable indicator as it demonstrates the proportion of units attempted to those passed, and therefore the likelihood of retention, progression and completion in ‘real time’.

Baseline Data: Department of Education and Training
Completions

Table 7: Indigenous student completions targets 2017 - 2024

<table>
<thead>
<tr>
<th>Indigenous completions</th>
<th>2017 baseline</th>
<th>Targets</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td>2020</td>
</tr>
<tr>
<td>Completion Number</td>
<td>32</td>
<td>43</td>
</tr>
</tbody>
</table>

^Data are for Semester 1 2019 only

Completions targets are based on a sliding scale towards 20% of total student target (Table 1) completing in 2024. If achieved, they will increase Indigenous completions by 100% from 2017 to 2024.

Workforce

Table 8: University of Adelaide Indigenous workforce targets 2017 - 2024

<table>
<thead>
<tr>
<th>Indigenous workforce</th>
<th>2018 (actual)</th>
<th>2019</th>
<th>2020</th>
<th>2024</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Target</td>
<td>Actual^</td>
<td>Target</td>
<td>Target</td>
</tr>
<tr>
<td>Indigenous professional</td>
<td>44</td>
<td>50</td>
<td>75</td>
<td>55</td>
</tr>
<tr>
<td>Indigenous academic</td>
<td>11</td>
<td>16</td>
<td>22</td>
<td>22</td>
</tr>
<tr>
<td>Total Indigenous staff</td>
<td>55</td>
<td>60</td>
<td>97</td>
<td>65</td>
</tr>
</tbody>
</table>

^Data are for Semester 1 2019 only

Indigenous staff targets are set within the University’s Enterprise Agreement. From 2019 to 2024 we aim to increase the Indigenous workforce from 2% to 3% of total staff. This updated target is aligned to the national Indigenous population proportion, and the agreement with Prime Minister and Cabinet via the Indigenous Student Success Program.
ENHANCING INDIGENOUS OPPORTUNITIES ACROSS THE UNIVERSITY REQUIRES A STRATEGIC APPROACH WITH INSTITUTIONAL SUPPORT AND ONGOING TARGETED INVESTMENT.
Enhancing Indigenous opportunities across the University requires a comprehensive strategic approach, with institutional support and ongoing, targeted investment.

This Turrkarri Tirrka Mid-point Update incorporates changes in the Indigenous higher education landscape; it aligns with internal and national reviews, policies, and strategies.

**Internally:**
- *Future Making* and subsequent ‘Pillar Plans’ (2019);
- University of Adelaide’s Yanga’diyi Reconciliation Action Plan (2019);
- University of Adelaide Enterprise Agreement and Aboriginal and Torres Strait Islander Employment Strategy (2018).

**National:**
- The Review of Australian Higher Education (Bradley Review, 2008)
- Universities Australia National Best Practice Framework for Indigenous Cultural Competency in Australian Universities (2011)
- Review of Higher Education Access and Outcomes for Aboriginal and Torres Strait Islander People (Behrendt et al., 2012)
- Australian Council of Graduate Research’s Good Practice Guidelines for Aboriginal and Torres Strait Islander Research Education (2016).

**Federal Policy:**
- Indigenous Student Success Program update (2017)
GOVERNANCE AND STRATEGIC STEERING COMMITTEE

Responsibility for Tarrkarri Tirrka rests with the Deputy Vice-Chancellor and Vice-President (Academic).

In partnership, its implementation rests with the Dean, Indigenous Research and Education Strategy (DIRES), who heads a University-wide network to realise Tarrkarri Tirrka Mid-point review’s 21 updated recommendations.

To ensure a cohesive approach, all recommendations will also be assigned a Lead, Partner and Support.

The Indigenous Education and Engagement Committee (IEEC) continues to provide governance structure for Tarrkarri Tirrka, and facilitates the University-wide network. Each faculty, division and business area has representative members, who report to their respective managers on Tarrkarri Tirrka’s progress. The IEEC oversees and monitors implementation of both Tarrkarri Tirrka and the Reconciliation Action Plan.

The committee, which also includes students, sets and monitors targets and key performance indicators, guides evaluation of their impact, and drafts any related communication strategies. It meets six times a year to review progress.